

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☒ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mr. Charles H. Foster

Official School Name: Kemps Landing Magnet School

School Mailing Address: 4722 Jericho Road  
Virginia Beach, VA 23462-2226

County: N/A State School Code Number: 128-0080

Telephone: (757) 648-4650 E-mail: Charles.Foster@vbschools.com  
Fax: (757) 473-5106 Web URL: http://www.kempslanding.vbschools.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. James Merrill Ed.D. Superintendent e-mail:  
James.Merrill@vbschools.com

District Name: Virginia Beach City Public Schools District Phone: (757) 263-1007

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Daniel Edwards

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 56 Elementary schools  
(per district designation) 14 Middle/Junior high schools  
11 High schools  
0 K-12 schools  
81 Total schools in district
2. District per-pupil expenditure: 11020

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	120	85	205
K	0	0	0		7	100	96	196
1	0	0	0		8	109	83	192
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								593

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
13 % Asian  
5 % Black or African American  
7 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
68 % White  
7 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2009	600
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 7%  
 Total number of students who qualify: 41

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%  
 Total number of students served: 9

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>38</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>21</u>	<u>0</u>
Total number	<u>63</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 15:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	94%	94%	94%	95%	94%
Teacher turnover rate	8%	8%	10%	0%	5%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The lower teacher attendance percentages are due to teachers leaving the division, pregnancies, and several teachers undergoing major surgeries.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Kemps Landing Magnet School (KLMS) serves approximately 600 academically gifted students in grades six through eight living in Virginia Beach, Virginia. All students who live in Virginia Beach and have been identified as academically gifted may apply for acceptance. Virginia Beach is located in southeastern Virginia and has over 433,000 inhabitants with a median household income of almost \$65,000. The Virginia Beach City Public School division serves approximately 69,400 K-12 students; about 8,300 of them have been identified as academically gifted. Approximately 53% of students are Caucasian; 25% are African American; 9% are Hispanic; and 6% are Asian. Each year approximately 400 rising sixth grade students from elementary schools in all areas of the city apply for the 200 sixth grade positions that are available at KLMS.

KLMS was established in the spring of 1995 to provide a comprehensive education for gifted students. The school was initially housed in a vacant building that was renovated by teams of city workers, staff members, parents, and students who turned the building into what quickly became one of the finest middle schools in the state of Virginia. In 2001 students and staff moved to another aging building that had housed an elementary school for four decades. Despite the antiquated facilities, KLMS continues to set and reach high academic goals year after year. The mission of the school is “to provide a challenging and rigorous program of study, based upon the unique needs and talents of academically gifted learners, which allows these students to be risk takers as they develop their potential through the pursuit of original and innovative curricula.”

Over the past 15 years KLMS has established a reputation for academic excellence built on the strength of its professional and caring teachers, supportive parents, and dedicated students. In addition to the differentiated instruction, KLMS is committed to an Honor Code that permeates the interactions and lessons throughout the school. KLMS strives to develop future leaders by providing outstanding and creative coursework and by stressing the importance of honesty, integrity, respect, and responsibility in all interactions at KLMS. The school’s motto, *Semper Honore*, Always with Honor, is infused in every aspect of the school day. Students are introduced to this concept on their first day at KLMS when they learn that there are no locks used on their lockers. Everyone at KLMS is expected to be honorable in all their actions, all the time. The KLMS student attendance rate has consistently been either the highest or the second highest rate for middle schools in Virginia Beach every month for at least the past five years.

The school was the first fully accredited school in the city of Virginia Beach following the implementation of the Virginia Standards of Learning. KLMS is fully accredited and has made Annual Yearly Progress every year. KLMS is the only middle school in Virginia Beach that has won the Governor’s Award for Educational Excellence every year since 2007. This award is given to “schools and divisions that achieve excellence goals and far exceed minimum state and federal accountability standards.”

In addition to having high academic standards and greatly exceeding the state and division expectations, KLMS students and staff have a history of earning significant awards in other areas. In the fine arts, our theater classes have won *Superior* ratings in the division's One-Act Play festival for the past two years; including a *Superior* rating for a play written by KLMS students. The KLMS music program is exceptional as shown by the orchestra, band, and chorus programs all winning Superior ratings in competition and earning the prestigious Virginia Music Educators Blue Ribbon Award in four of the past five years. Our band was the only middle school band in Virginia to be selected to perform for the Virginia Music Educators Conference in 2005.

The KLMS Academic Challenge teams have been city champions in three of the past five years and have been the Northern Division champions in four of the past five years, while the Debate teams won the city championship in 2007, the Debate-Affirmative and Debate-Negative championships in 2008 and the Debate-Affirmative championship in 2010. One of our teachers was named the Virginia Region II Gifted Teacher of the year in 2010 and another KLMS teacher was a top 10 finalist in the division 2010 Teacher of the Year competition.

### 1. Assessment Results:

In Virginia all K-12 students are administered state criterion subject matter tests in all content areas during the spring of each year. Eighth grade writing tests are given in March, while tests in reading, mathematics, science, and social studies are administered in May and June of each year. These Standards of Learning (SOL) tests consist of between 35 and 50 questions that measure content knowledge, scientific and mathematical processes, and reasoning and critical thinking skills. Eighth grade English writing skills are measured with a two-part assessment that includes multiple-choice items and an essay. Student performance is graded on a scale of 0-600 with a score of 400 representing the minimum level of proficiency and a score of 500 representing advanced proficiency. Scores of between 400 and 499 are designated "Proficient," while scores between 500 and 600 are considered "Pass Advanced."

Beginning with the 2006-2007 school year, 100% of Kemps Landing Magnet School (KLMS) students have passed the Virginia SOL reading, writing, and mathematics assessments. In the 2005-2006 school year, we had a 100% pass rate in sixth, seventh, and eighth grade reading and seventh and eighth grade mathematics, and a 98% pass rate in sixth grade mathematics. However, the goal at KLMS is not for our students to meet the minimum "Proficient" state standard but for all of our students to achieve SOL scores in the "Pass Advanced" range in all subject areas.

In the previous five years, the KLMS reading "Pass Advanced" rate during this time has ranged between 88% and 92%. In mathematics the "Pass Advanced" rate has climbed from 60% during the 2005-2006 school year to 88% in the 2009-2010 school year.

During the most recent school year, 88% of our students scored in the "Pass Advanced" range in mathematics, and 91% scored in the "Pass Advanced" range in reading. Additionally, 26% of students scored a perfect 600 in reading; 16% reached that level in writing; and 24% of KLMS students earned a perfect score in mathematics.

Last year, while all KLMS students passed all reading and mathematics SOL tests, there was an achievement gap between the "Pass Advance" scores of all students and the socio-economic students subgroup in the Algebra I SOL assessments. KLMS offers both lunch and after school tutoring programs in Algebra I and offers an after school study hall program to assist students.

Results for all of the Virginia SOL assessments can be found at [https://p1pe.doe.virginia.gov/datareports/assess\\_test\\_result.do](https://p1pe.doe.virginia.gov/datareports/assess_test_result.do)

### 2. Using Assessment Results:

As soon as the Standards of Learning (SOL) assessment results are released by the state in the early summer of each year, the Kemps Landing Magnet School staff begins to analyze the information as the first step in developing plans to improve student achievement. The SOL data is initially reviewed by the Principal, Assistant Principal, and School Improvement Specialist who identify any areas that require additional emphasis, resources, or teacher professional development. The SOL data is disaggregated by subgroups, including economically disadvantaged, gender, and ethnic groups. An item analysis for each test is also thoroughly examined to determine what specific areas need to be strengthened in the classroom.

For example, after analyzing the 2008-2009 eighth grade writing "Pass Advanced" rates during the summer of 2009, the administrative team determined that it would be beneficial for English teachers in all three grade levels to focus more on developing students' writing skills. As a result, the division English



Curriculum Coordinator was asked to provide training to English teachers in September on writing rubrics and implementing strategies to improve instruction. Units are vertically aligned in an effort to promote the development and understanding of the tools of the discipline through ascending intellectual demand. The department also developed a performance assessment at the end of the initial unit that can also be used to assess growth at the end of the year. Additionally, every student is required to maintain a writing portfolio in which samples of their work are maintained throughout sixth, seventh, and eighth grades at KLMS. The writing portfolios are reviewed by an administrator twice a year, and the administrator provides feedback to the teachers so they can enhance and improve writing instruction. As a result of the additional training and the emphasis on writing portfolios, the eighth grade writing "Pass Advanced" rate climbed almost 10 points, from 25.8% to 35.7%, by the end of the 2009-2010 school year.

Of course, SOL results are not the only assessments that are used at KLMS. During June of each year, teachers administer the Orleans-Hanna Algebra Prognosis Test to sixth grade students and use the results to determine which students are ready to take Algebra I in the seventh grade. Our reading teacher uses the Gates-MacGinitie Reading Test results to recommend students for a supplemental reading class. At the beginning of each school year our science teachers administer the Fowler Science Process Skills Assessment Pre-Test to determine students' knowledge of the scientific inquiry method. Teachers use the results to modify instruction as needed.

### **3. Communicating Assessment Results:**

In addition to analyzing assessment results accurately and in a timely manner, Kemps Landing Magnet School utilizes a variety of measures to ensure that all stakeholders, including teachers, students, parents, and community members, are informed of overall student performance. Parents and students are provided detailed results and an explanation of the Standards of Learning (SOL) assessments via mail as soon as the results are released by the Virginia Department of Education. The results are accompanied by a letter that provides parents the contact telephone number and e-mail address of the KLMS School Improvement Specialist who can provide additional information and answer any questions they may have concerning their student's performance on the SOL assessments. The School Improvement Specialist's responsibilities are to oversee formal testing in the school; to collect, analyze, and interpret test results; and provide meaningful feedback to administrators, teachers, parents, students, and members of the community. At the beginning of each school year, the SIS meets with teachers and provides them with a detailed analysis of the SOL results from the previous June. This information includes an item analysis of the test results so that teachers are able to make any modifications in their teaching to improve and enhance student achievement.

Additionally, SOL results are provided on the school's website, via a link to the school division's Annual Middle School Report. This "report card" is a summary of student and staff characteristics and student performance data on each of state SOL assessments for the previous three years. This provides both parents and the community with detailed information on student performance. Student performance information, analysis, and trends are also provided to parents and community members in quarterly School Planning Council meetings and at Parent Teacher Association meetings.

Throughout the school year, both informal and formal assessment results are shared with parents via e-mails from individual teachers, teacher websites, telephone calls between teachers and parents, and parent-teacher conferences.

### **4. Sharing Lessons Learned:**

Kemps Landing Magnet School teachers and administrators share successful strategies in several forums, primarily division Professional Development Program (PDP) classes. These PDP classes are taught by subject experts and are made available as mandatory or voluntary classes to all teachers in Virginia Beach. Several years ago, Virginia Beach City Public Schools began sending a group of teachers and administrators to various conferences focusing on high quality curriculum development in order to meet

the intellectual demands of gifted learners. As a result, this cadre created and implemented a series of seven professional development courses focused on the designing of a responsive curriculum for gifted students. Three KLMS teachers were chosen for this cadre. These teachers instruct classes in this series, including “Demystifying Understanding by Design (UbD) – Creating Big Ideas, and Differentiation, and Curriculum Unit Collaboration and Review.”

A KLMS English teacher and an administrator each worked on a division model on balanced assessment and the parallel curriculum model. The modules are used to teach these concepts to all new gifted cluster and gifted resource teachers in the division. Additionally, one English teacher has presented strategies at last year’s Virginia Beach Association of Teachers of English (VBATE) symposium.

KLMS teachers also serve on a variety of division committees to provide their expertise and experience on a variety of areas, including the Citywide Gifted Selection Committee, the Gifted Identification Committee, and the Gifted Curriculum Development Committee, and Textbook Adoption Committee. One of our social studies teachers has also shared her expertise on Geographic Information Systems (GIS) at a division-sponsored 2009 Curriculum and Instructional Institute.

Two of our foreign language teachers are members of the division Annual Foreign Language Assessment of Performance (AFLAP) Committee. One KLMS foreign language teacher recently made a presentation of AFLAP Rubrics and Exam Design and at an IB conference last summer and another teacher made a presentation on IB Writing Assignments.

## 1. Curriculum:

The curriculum at Kemps Landing Magnet School consists of advanced courses in the core subjects of English, mathematics, science, and social studies, as well as a variety of electives. Teachers constantly update and revise the curriculum to reflect the advanced, unique needs of gifted learners, ensuring that daily instruction in both core subjects and electives is rigorous, challenging, and infused with depth and complexity. Students take advanced English courses in all three grades, and take high school level algebra in seventh grade and high school level geometry and Earth Science in eighth grade.

KLMS has an extended day schedule, which requires students to take one more elective class than other middle schools in the city in addition to their four core classes, a foreign language, and a physical education/health class. Students are able to earn up to 8 ½ high school credits during their three years at KLMS. In addition to Algebra I, geometry, Algebra II/trigonometry and Earth Science, our students have the opportunity to take three hours of foreign language and several high school credit electives. These electives include keyboarding I and II, keyboarding applications, and college-bound reading.

KLMS is the only school in Virginia Beach in which all sixth grade students are required to take Latin I. Students in seventh and eighth grades students have the option of continuing with Latin or taking Spanish, French, or Japanese.

In the performing arts, KLMS offers students the opportunity to take theater, band, orchestra, jazz band, and chorus. Our theater classes present several plays each year, including one play that students have written themselves, one-act plays, and a dinner theater production. Our band, chorus, and orchestra programs have won numerous awards during the past five years.

Our physical education and health programs require that students progress from developing fundamental movement forms in modified game and recreational activities in the sixth grade, to develop competence in modified versions of various games and sports in the seventh grade, to demonstrating competence in skillful movement, in dynamic games and sports in the eighth grade. In health and nutrition, students develop more sophistication in understanding and practicing health issues, generate and chose positive alternatives to risky behaviors, and develop an understanding of the origins and causes of diseases. Additionally, many of our students participate in after school intramural sports that are offered four days a week. Although KLMS does not have any sports teams, students are encourages to participate in their home school's intermural teams. Consequently, there are KLMS student athletes playing on teams in almost every middle school In Virginia. A bus takes the students directly from KLMS to other middle schools immediately after school for team practices and games.

## 2. Reading/English:

The English program at Kemps Landing Magnet School, adapted to fit the needs of gifted learners, engages students in a rigorous, integrated, and interdisciplinary curriculum of reading, writing, speaking, listening, and language usage. Students read a diverse selection of contemporary and classical literature from a variety of genres. During the school year, students develop an understanding and appreciation for the power of literature: to deepen thinking and feeling, to enhance moral and ethical growth, to construct meaning, and to instruct and inform. They read for many purposes, ranging from pure entertainment to serious research. Our literature selections across grade levels support the universal themes of individuality, family, community, freedom, conflict, social change, tolerance and acceptance while ascending the intellectual demands of the students and course content.

Specifically, our sixth grade program centers on the concept of interactions while developing our students' Habits of Mind as students build a foundation of research skills. The seventh grade program continues this development by exploring the traditional literature of various cultures as well as selections of Victorian and contemporary literature as students gain an understanding of the tools of the discipline. The eighth grade curriculum explores the idea of the hero in literature, tracing the heroic figure from oral folklore through contemporary fiction and poetry. Within all three grade levels, students write in a variety of modes for different audiences, focusing on unity and written expression.

Finally, in an effort to meet the needs of our students who are struggling with reading comprehension, we have developed a course to teach them strategies of effective comprehension. Student test scores, class performance, and teacher and/or parent recommendations are all diagnostic elements in order to select students who would benefit from this course work. In Independent Reading for Middle School Students, speed reading exercises are used to increase "eye span" and intake of written information. Weekly, new strategies are introduced to students in order for them to gain an arsenal of strategies from which they can choose in order to help them comprehend the material and develop their reading skills. Advanced word study is also planned weekly for each individual student. The DSA (Developmental Spelling Assessment) is used to find the developmentally appropriate level of spelling instruction. Struggling readers find themselves dramatically increasing their reading and comprehension skills as a result of taking this course.

### **3. Mathematics:**

The mathematics curriculum at Kemps Landing Magnet School includes courses from pre-algebra through Algebra II/trigonometry. The typical sequence consists of pre-algebra in sixth grade, algebra honors in seventh grade and geometry in eighth grade. The mathematics teachers at KLMS recognize that some students may require a more rigorous curriculum. A mathematics pre-assessment is given to all sixth grade students prior to entering KLMS to determine the most appropriate placement for each student. Students demonstrating proficiency of mathematical content on the pre-algebra level are encouraged to take algebra honors in the sixth grade. This opportunity allows students the ability to accelerate their mathematical studies and participate in a more challenging curriculum, including Algebra II/trigonometry. Accelerated sixth grade students are able to progress to Algebra II/trigonometry in the eighth grade. Approximately one eighth of sixth grade students at KLMS participate in the accelerated course of study. After completion of honors algebra, seventh grade students are allowed to participate in a summer online geometry class via Virtual Virginia Beach e-Learning (VVBe), also enabling them to enroll in Algebra II/trigonometry as an eighth grade student.

The needs of all students are addressed at KLMS. There are multiple opportunities for students to refine and strengthen their skills as tutoring sessions for each grade level are offered after school and at lunch. Study Buddies or peer tutors are also available to help students experiencing difficulties in mathematics. Teachers work diligently to build a strong rapport with students creating a safe environment that encourages students to ask for clarification of concepts. Students learn that asking questions increases their understanding and they learn from an exchange of ideas. Additionally, students who earned a D or E the previous quarter are enrolled in an academic support bell. The support bell allows the teacher to provide a small group of students additional instruction on specific topics. Students enrolled in the support bell often see a dramatic improvement in grades, skills and confidence. All math teachers at KLMS are using gifted benchmarks to help refine curriculum units in order to better meet students' varied levels of learning needs and to maximum student growth. Teachers regularly assess students to differentiate curriculum and use 21st Century skills to deliver their daily lessons. Teachers apply mathematics to real world situations to enable students to gain a deeper understanding of mathematics.

### **4. Additional Curriculum Area:**

Science is a natural fit for research and inquiry-based opportunities, and at Kemps Landing Magnet School, students explore with depth and complexity the scientific concepts using real world data and experiences. For example, environmental topics of their science research project may spiral thematically

through the grade levels whereas sixth grade students may investigate the effects of pollutants in nature during their oyster and wetland restoration projects. Seventh grade students may focus on complex energy alternatives, and eighth grade students may tackle sustainability issues. Close collaboration with the English and math departments provides cross-curricular support, as well. Students must complete several phases of research including exploratory, fact-finding, and formal research. Students must design, conduct and report their findings on a topic of their choice in a culminating paper or through the utilization of technology.

KLMS students frequently compete in a variety of local and national competitions, such as the Tidewater Science Fair, the Siemen's We Can Change the World Challenge and The Young Scientist Challenge. Community involvement and outreach is a major component within the science department at KLMS. Frequently guests are invited to inspire, illustrate, and present current practices in all areas of study. Guests have included representatives from NASA, Chesapeake Bay Foundation, Eastern Virginia Medical School, and Norfolk State University, to name a few. KLMS science students are passionately involved in improving their community through activities such as the Thalia Creek Clean Up, Clean the Bay Day, and the Nitrate Net Project. Our students have placed oysters on a protected reef, placed seals on storm drains, built butterfly gardens, and initiated a trash-less school lunch program. Through rigorous authentic investigations, our students develop the skills and possess the knowledge that will allow them to be successful 21st Century learners and citizens. KLMS students see the value of engaging in real-world type problem solving issues while allowing them the opportunity to give back to their community.

## **5. Instructional Methods:**

At Kemps Landing Magnet School, instruction follows the Understanding by Design (UbD) concept-based framework and is differentiated according to interest, readiness and learning style in all four core subject areas as well as in all electives. In civics, students were immersed in a mock election. They were grouped within their classes into political parties, as a result of a quiz that asked them about their stance on certain issues. Within these groups students decided to run for president, serve as a campaign manager, fundraise, create advertising, or write speeches. This election process was authentic and the students were immersed and engaged in the entire experience.

In Advanced English, students were grouped into learning quads based upon their interest in different cultural and historical aspects of the book Beowulf. Additionally, different student strengths were tapped in the creation of podcasts. The use of technology in Wikispace discussions and in class Socratic seminars reaches both those students who are auditory learners, as well as those that are more visual.

In geometry, students were placed in learning communities grouped heterogeneously by readiness within their classes and tracked their group's average. Learning is real world and authentic, including a kickoff visit by a Habitat for Humanity's spokesperson, demonstrating the use of geometry in construction and architecture.

In Earth Science, students participated in authentic action based scientific research in preparation for the We Can Change the World Challenge. Students were initially grouped across team in discussion groups based upon an interest survey to brainstorm possible areas of investigation. Next students took an online survey generated by our Library Media Specialist, and learning lunches were held to meet students' needs in areas such as public speaking, professional letter writing, and movie making. Simultaneously, within the team, and across all core classes, teams were formed for the challenge based on individual interests and skills.

In theatre classes there are a variety of interests and experience levels. With such a wide range of interests and abilities, every task assigned to these students must be differentiated. For example, in the selection of performance tasks (pantomimes, monologues, classroom scenes) students are allowed to choose from several options of varying difficulty and according to their interests, experience, and talents.

## **6. Professional Development:**

Professional development begins before teachers even join the faculty at Kemps Landing Magnet School. All teachers must either have the state gifted endorsement prior to teaching at KLMS or agree to earn the endorsement during their first three years at the school. The school division works with the University of Virginia to provide the classes locally that are needed for teachers to earn the gifted endorsement.

All teachers are required to participate in the school division's Professional Development Program (PDP) which includes 15 hours of subject-unique classes provided taught by school division curriculum experts and seven hours of training that is written and presented by KLMS staff members. The 22 classroom hours must be directly related to teachers' current and primary teaching assignment and are presented during teachers' non-contractual hours. All classes are designed to increase teachers' knowledge of the use of data, standards, technology, strategies to improve instruction, and assessment.

During the current school year, for example, all teachers at KLMS attended a four hour class entitled *21st Century Skills in Gifted Curriculum, Instruction, and Assessment*. Teachers also had the opportunity to choose from a wide variety of courses to take, including *Habits of Mind: Creating Critical, Creative Thinkers, Innovators, and Problem Solvers*; *Strategies for the 21<sup>st</sup> Century Classroom*; and *Working with Gifted Students Who are Underachieving and their Parents*.

At the school level, during the past two years all teachers have taken professional development classes in *Gifted Curriculum Writing*, *Using the Smart Board in the Gifted Classroom*, *Using Paul's Reasoning in Questioning*, *Tiered Assignments*, and *Performance Assessments*. All PDP classes, whether presented at the division level or at the school level, are thoroughly researched, professionally presented, and are directly linked to improving student achievement.

In addition to the school and division professional development requirements, all KLMS teachers attend four days of detailed curriculum writing instruction each year. Content instructional specialists and gifted instructional specialists work with teachers to ensure that curriculum and gifted benchmarks are being met and that performance tasks are included.

## **7. School Leadership:**

Kemps Landing Magnet School's leadership philosophy and school structure is based on creating a school culture that demonstrates a collective school wide commitment to sustaining a collaborative learning culture based on Professional Learning Community (PLC) attributes and using research and data to address student needs. A collective understanding of the VBCPS curriculum, balanced assessment, and benchmarks for gifted students is evident through the implementation of the gifted curriculum in units which are created by KLMS teachers, in gifted strategies, programs, procedures, policies, and, most importantly, the continuous focus on high standards placed on students' learning.

The principal makes it clear to his entire staff that responding to students' needs is the top priority, and the administrative team works to promote the proper professional development activities are in place to ensure both teacher and student success. To facilitate this success, the principal utilizes both school-based specialists and support staff in a proactive manner to assist classroom teachers by providing the appropriate support and resources, and by collaboratively designing and providing professional growth experiences to meet the needs of individual teachers. Furthermore, the progress of KLMS is monitored based on the current reality in the school and on the school's commitment to continuously seek and refine effective strategies. Kemps Landing sets specific, measurable, attainable, relevant, and time-bound goals in alignment with Virginia Beach City Public Schools *Compass to 2015* student learning outcomes and clearly adopts and monitors 21<sup>st</sup> Century learning skills.

As a VBCPS Vanguard School for Technology, the principal proactively allocates resources to support multiple experiences for students and staff. Differentiated professional development in technology application is provided to increase student learning, and the administrative team monitors and evaluates

all curriculum units to, among other things, ensure that appropriate technology is used to support student learning.

Parent and community connections are a vital part of the success of Kemps Landing Magnet School. Through the use of weekly ListServ mailings, the KLMS Website, as needed AlertNow phone messages, the Parent Portal, and child development workshops, students and parents are able to view school news and obtain regular updates from school staff. Additionally, the award-winning PTA assists staff in building a cadre of adult volunteers and guest speakers to help link the community to the school. These family and community partnerships, not only foster positive relationships within the community, but they link the community partnerships to student learning skills and talents.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Math 7(2005-09)/Math 8/(2010)

Edition/Publication Year: 2002 Publisher: NCS Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	100	98
Pass Advanced	87	80	92	66	51
Number of students tested	202	203	193	190	194
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient		100	100	100	100
Pass Advanced		58	75	42	36
Number of students tested		12	12	12	11
<b>2. African American Students</b>					
Proficient	100	100	100	100	
Pass Advanced	82	61	80	18	
Number of students tested	11	18	10	11	
<b>3. Hispanic or Latino Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	100	100	100	100	100
Pass Advanced	93	85	90	73	56
Number of students tested	15	27	29	30	27
<b>NOTES:</b> Sixth grade students took the grade 7 Math assessments during the 2005-2006, 2006-2007, 2007-2008, and 2008-2009 school years and they took the grade 8 math assessments during the 2009-2010 school year.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Grade 6 Reading

Edition/Publication Year: 2003 Publisher: NCS Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	100	100
Pass Advanced	88	86	91	91	96
Number of students tested	208	206	197	192	197
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient		100	100	100	100
Pass Advanced		92	92	100	100
Number of students tested		12	13	12	11
<b>2. African American Students</b>					
Proficient	100	100	100	100	
Pass Advanced	100	82	80	92	
Number of students tested	11	17	10	12	
<b>3. Hispanic or Latino Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	100	100	100	100	100
Pass Advanced	82	87	94	94	93
Number of students tested	17	30	32	31	27
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Algebra I

Edition/Publication Year: 2002 Publisher: NCS Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	100	100
Pass Advanced	90	79	88	60	52
Number of students tested	199	194	190	196	204
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	100	100	
Pass Advanced	73	69	90	45	
Number of students tested	11	13	10	11	
<b>2. African American Students</b>					
Proficient	100		100		
Pass Advanced	80		83		
Number of students tested	15		12		
<b>3. Hispanic or Latino Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	100	100	100	100	100
Pass Advanced	97	82	91	64	56
Number of students tested	31	33	34	28	18
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Grade 7 English

Edition/Publication Year: 2003 Publisher: NCS Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	100	100
Pass Advanced	94	97	92	99	93
Number of students tested	195	191	186	196	202
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100		100	
Pass Advanced	100	92		91	
Number of students tested	11	13		11	
<b>2. African American Students</b>					
Proficient	100		100		
Pass Advanced	100		92		
Number of students tested	14		12		
<b>3. Hispanic or Latino Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	100	100	100	100	100
Pass Advanced	94	100	81	100	85
Number of students tested	32	33	31	27	20
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Geometry

Edition/Publication Year: 2002 Publisher: NCS Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	100	100
Pass Advanced	89	88	82	75	77
Number of students tested	180	170	175	190	183
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient		100	100		100
Pass Advanced		73	67		60
Number of students tested		11	12		10
<b>2. African American Students</b>					
Proficient				100	
Pass Advanced				40	
Number of students tested				10	
<b>3. Hispanic or Latino Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	100	100	100	100	100
Pass Advanced	84	88	80	76	86
Number of students tested	32	32	25	21	21
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Grade 8 Reading

Edition/Publication Year: 2003 Publisher: NCS Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	100	100
Pass Advanced	92	94	94	73	86
Number of students tested	185	178	187	198	195
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient		100	100		100
Pass Advanced		92	100		90
Number of students tested		12	15		10
<b>2. African American Students</b>					
Proficient		100		100	
Pass Advanced		92		40	
Number of students tested		12		10	
<b>3. Hispanic or Latino Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	100	100	100	100	100
Pass Advanced	91	90	93	78	81
Number of students tested	32	30	27	23	21
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	100	100
Pass Advanced	88	82	87	67	60
Number of students tested	581	567	558	576	581
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	100	100	100
Pass Advanced	73	67	76	43	48
Number of students tested	11	36	34	23	21
<b>2. African American Students</b>					
Proficient	100	100	100	100	
Pass Advanced	81	61	82	29	
Number of students tested	26	18	22	21	
<b>3. Hispanic or Latino Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	100	100	100	100	100
Pass Advanced	91	85	87	71	65
Number of students tested	78	92	88	79	66
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	100	100	100
Pass Advanced	91	92	92	88	92
Number of students tested	588	575	570	586	594
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	100	100	100	100	100
Pass Advanced	100	92	93	96	95
Number of students tested	11	37	28	23	21
<b>2. African American Students</b>					
Proficient	100	100	100	100	
Pass Advanced	100	86	86	68	
Number of students tested	25	29	22	22	
<b>3. Hispanic or Latino Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Pass Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	100	100	100	100	100
Pass Advanced	90	92	89	91	87
Number of students tested	81	93	90	81	68
<b>NOTES:</b>					

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